

**FORMATION OF GENERAL COMPETENCES IN STUDENTS OF
HIGHER EDUCATION INSTITUTIONS**

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Abstract:

The article provides information on improving general cultural competencies of students. Also, theoretical information is given and conclusions are drawn that competence is a necessary skill.

Keywords: Education, knowledge, qualification, student, competence, competence.

In today's globalized world, the importance of forming general cultural competencies in students of higher education institutions is important. The reason is that higher education institutions play a crucial role in preparing students to develop intercultural competencies that allow them to develop in a cultural environment and make a positive contribution to society. In the field of physical education, where individuals interact with athletes, coaches, colleagues, and community members, the development of cultural competencies is particularly important.

A direct study of the content of education in practice in foreign countries regarding the professional training of specialists showed that in Western countries the main place is occupied by the level of competence of the specialist. According to the nature of the national education system of our republic, the minimum requirements of the content of education are based on knowledge, skills and qualifications. If we look at the etymological analysis of the concepts "competent" and "competence", we can understand that they did not arise by chance. Competence does not mean the acquisition of separate knowledge and skills by the student, but the acquisition of integrative knowledge and actions in each independent direction [1]. Competence is knowledge, skills, competence, value, other personal qualities, manifestation of positive results in activity [2.26]. According to scientists, "competency" is a subject - field that a person knows perfectly, and is ready for his activity. They emphasize that the concept of "competence" is, in contrast to it, a directed classification of a person, the ability of a graduate to operate in a certain field.

Below we will touch on some features of the formation of general cultural competences in students.

Cultural awareness is a key aspect of developing general cultural competencies among students in physical education programs. This includes recognizing and understanding one's own cultural beliefs, values, and others. Students should be encouraged to reflect on their own cultural identities and backgrounds and explore how these affect their interactions with others. In addition, they should learn about different cultures, traditions and perspectives, and they should develop a broader understanding of diversity and inclusion in sport and physical activity environments.

Effective communication is essential to building relationships, resolving conflicts, and fostering cooperation across cultural boundaries. Students in physical education programs should be equipped with strong verbal and non-verbal communication skills that enable them to express themselves clearly, listen actively, and adapt their communication style to different cultural contexts. They must also learn to communicate respectfully and sensitively with individuals from different cultures, taking into account factors such as language barriers, cultural norms, and communication preferences.

Interacting culturally competently with others requires strong interpersonal skills such as empathy, emotional intelligence, and conflict resolution skills. Students should be taught to recognize and respond to the feelings, needs, and perspectives of others, especially in multicultural environments where misunderstandings and tensions may arise. They must also learn how to build trust, build rapport, and develop positive relationships with individuals from different cultures through active listening, empathy, and mutual respect.

Developing critical thinking skills is critical to analyzing and evaluating cultural issues, stereotypes, prejudices, and power dynamics in sports and physical education settings. Students should be encouraged to question assumptions, challenge stereotypes, and examine the social and cultural factors that shape their beliefs and behaviors. They must also learn to critically evaluate the impact of culture on athletic participation, performance, coaching practices, and organizational policies to promote equity, diversity, and social justice in physical education.

Developing a global perspective involves recognizing the interconnectedness of cultures, societies, and systems around the world and understanding how local actions can have global consequences. Students in physical education programs

are exposed to diverse cultural experiences, perspectives, and practices through international exchanges, study abroad programs, guest lectures, and cross-cultural collaborations. They should also learn about global issues related to sports diplomacy, international sports governance, and the practice and role of cross-cultural coaching.

Developing ethical leadership skills is critical to developing integrity, fairness, and social responsibility in sports and physical education institutions. Students should learn about ethical principles, codes of conduct, and professional standards that will guide their behavior as future leaders in the field. They must also be trained to make ethical decisions, resolve ethical dilemmas, and advocate for ethical practices that prioritize the well-being, safety, and rights of all individuals participating in sport and physical activity programs.

In short, it is important to develop general cultural competencies among students in higher education institutions, especially in the field of physical education.

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